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| **Heritage**  **Intermediate Low –Mid Performance** | | | |
| **Interpersonal** |  | I can have a simple conversation on a number of everyday topics, including friends, family, colors, food, water sports, and ocean creatures. |  |
|  | I can ask and answer questions on factual information, such as scientific experiments, including water cycles, the three states of water, and water pollution. |  |
| **Presentational Speaking** |  | I can describe family members, sports, water cycle and pollution using a series of sentences with some details. |  |
|  | I can present a short skit or dramatic presentation on the topics about family, water sports, water cycles, three states of water, and water pollution using a series of sentences. |  |
| **Presentational Writing** |  | I can write about myself using learned phrases and memorized expressions. |  |
|  | I can write about water cycle and pollution using a series of sentences with some details. |  |
| **Interpretive Listening** |  | I can understand messages related to my basic needs, such as teacher instructions. |  |
|  | I can understand the main idea from oral stories on family members, water sports, three states of water, and water cycles. |  |
|  | I can understand directions and instructions in water-related STEM activities. |  |
| **Interpretive Reading** |  | I can understand messages on a list of familiar topics (family members, water sports, ocean creatures, three states of water, water cycles, and water pollution) by recognizing characters and phrases. |  |

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| **Non-Heritage Returning Students**  **Novice Mid – Novice High Performance** | | | |
| **Interpersonal** |  | I can exchange information about myself and my family using words, phrases, and memorized expressions. |  |
|  | I can ask and answer a few simple questions, including likes and dislikes about family members, water sports, colors, and Chinese food. |  |
| **Presentational**  **Speaking** |  | I can present personal information about myself and my family using words and phrases and memorized expressions. |  |
|  | I can express my likes and dislikes about colors, water sports, and food using memorized expressions. |  |
|  | I can present simple information from tally sheets or posters about water cycles and water pollution using words, phrases, and memorized expressions. |  |
| **Presentational Writing** |  | I can label familiar people and objects in pictures and posters. |  |
| **Interpretive**  **Listening** |  | 1. I can understand some commonly used words and expressions, such as hello, good-bye, please, thank you, stand up, and sit down. |  |
|  | 1. I can understand names of objects in the classroom pictures and STEM activities (family members, colors, water sports, ocean creatures, lemonade, boat, water, ice, vapor, cloud, rain, snow, trash). |  |
|  | I can follow some directions or instructions, signs, and other visual aids and multi-media materials related to weekly science units. |  |
| **Interpretive Reading** |  | 1. I can recognize characters (family members, water sports, ocean creatures, three states of water, water cycles) with help from visuals. |  |

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| **Non-Heritage**  **Novice Mid Performance** | | | |
| **Interpersonal** |  | I can exchange information about myself and my family using words, phrases, and memorized expressions. |  |
|  | I can ask and answer a few simple questions, including likes and dislikes about family members, water sports, colors, and Chinese food. |  |
| **Presentational**  **Speaking** |  | I can present personal information about myself and my family using words and phrases and memorized expressions. |  |
|  | I can express my likes and dislikes about colors, water sports, and food using memorized expressions. |  |
|  | I can present simple information from tally sheets or posters about water cycles and water pollution using words, phrases, and memorized expressions. |  |
| **Presentational Writing** |  | I can copy some characters and words (numbers, water, colors) that I see on the wall, on the board, or on the computer. |  |
| **Interpretive**  **Listening** |  | 1. I can understand some commonly used words and expressions, such as hello, good-bye, please, thank you, stand up, and sit down. |  |
|  | 1. I can understand names of objects in the classroom pictures and STEM activities (family members, colors, water sports, ocean creatures, lemonade, boat, water, ice, vapor, cloud, rain, snow, trash). |  |
|  | I can follow some directions or instructions, signs, and other visual aids and multi-media materials related to weekly science units. |  |
| **Interpretive Reading** |  | 1. I can recognize characters (family members, water sports, ocean creatures, three states of water, water cycles) with help from visuals. |  |
|  | I can connect some characters to their meanings (numbers fewer than ten, water, colors). |  |